

PRIMARY 3 - EXAMPLE TIMETABLE FOR CITIZENSHIP AND THE LAW PACK

Total of 8 lessons covering 2 themes

<u>Term</u>	<u>Theme</u>	<u>Lesson</u>	<u>Special Requirements</u>
1	Racial discrimination	L1-L3	L2: two parents if possible
2	Racial discrimination	L4	
3	Racial discrimination	L5	
4	Managing Conflict	L3/4&L5	L5: must issue letter to parents first

The timetable above is only a possible timetable for lessons and does not detract from the fact that teachers can choose to dip into the pack at any time and utilise lessons for different age groups than suggested here where they feel it appropriate.

Primary 3

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Managing Conflict	<p>Reflect on their attitudes towards others.</p> <p>Learn how to cope with everyday situations</p> <p>Be aware of the difference between imaginary and real-life situations</p> <p>Talk/listen</p> <p>Compromise/negotiate/find solutions</p>	<p>Lessons 3&4: Consequences and solutions</p> <p>View chosen cartoon e.g. 'Tom & Jerry'.</p> <p>Discuss it to establish that this is not real.</p> <p>Reflect on the consequences if it was real.</p> <p>Puppets – using scenarios, children act out situations using puppets. The 'peacemaker' puppet joins in to help find a solution.</p> <p>Scenarios e.g. arguing over a toy/pencil etc.</p> <p>Telling a shared secret to 3rd child, saying unkind comments, telling lies/tales about 'friends'. Child accidentally hurts a friend, no apology, child hits back. New pupil causes rift between best friends. Jealousy over.... Etc.</p>	<p>Cartoon video required e.g. 'Tom and Jerry', 'Sylvester and Tweetie Pie', 'The Roadrunner'.</p> <p>Possibly use puppets</p> <p>Enough conflict scenario ideas required</p>	<p>PSD</p> <p>5-14 Expressive Arts</p> <p>5-14 Language</p> <p>Health Education</p>
Managing Conflict	<p>Realise importance of friends and good quality friendships.</p> <p>Reflect on their attitudes to others</p> <p>Be aware they can make choices about certain things and that these choices have consequences for them and others</p> <p>Know when it's appropriate to ask for help</p> <p>Compromise/negotiate</p> <p>Show respect and tolerance</p>	<p>Lesson 5: Who can help?</p> <p>Prior to lesson issue letter to parents. Circle time – discuss bullying. Scenarios from previous lessons could be used in discussion.</p> <p>Ensure 'circle time' rules are adhered to.</p> <p>Establish what children should do if they are being bullied or if they see someone else being bullied. Conclude by referring to school's Anti-bullying Policy.</p>	<p>MUST ISSUE LETTER TO PARENTS PRIOR TO LESSON!!</p> <p>Resource Sheet 2 'Parents letter'</p> <p>School's Anti-bullying Policy</p> <p>PPR leaflets – Bully proofing Our School – advice for parents and pupils.</p> <p>Scenarios from previous lessons could be used here.</p> <p>Grampian Police Box & Steps programme could be used here?</p>	<p>PSD</p> <p>5-14 Expressive Arts</p> <p>5-14 Language</p> <p>Health Education</p>

Primary 3 continued

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Racial Discrimination	Understand the importance of their own and other people's names Independent research. Communicating needs to others. Listening to others and responding appropriately. Working co-operatively.	Lesson 1: What's in a name? Prior to lesson, pupils to find out how they were given their name and why it was chosen. (H/work sheet1). In pairs, discuss what they have found out about their name and how they were given it-similarities and differences. Allow 5-10 minutes for this, then bring the class together. Discuss their findings and complete class template (pupils to write their name on 2 gummed circles/squares and stick one in appropriate columns – who they are named after and ceremony or no ceremony?)	Homework sheet 1 Class template Gummed circles or squares	PSD Maths
Racial Discrimination	FOLLOWS LESSON 1 Understand that names are important. Know about different types of naming ceremonies. Show respect for other cultures and religions. Listening and responding appropriately.	Lesson 2: Naming ceremonies Recap previous lesson and establish the significance of their names and the ceremonies. Invite one or two parents in to talk about their child's naming ceremony. If this is not possible, ask some of the children to bring in photos of their ceremony. If there are only one or two different religions represented within the class, use the information sheet to tell pupils about naming ceremonies in other religions. If possible, invite people from different community groups to talk about this.	Graph from previous lessons as a reference. Two parents (if possible) Worksheet 1 – religious naming ceremonies.	RMEd PSD
Racial Discrimination	Understand the importance of people's names. Understand the difference between teasing, name-calling and racist name-calling. Understand that the way we speak and behave towards others can affect the way others feel. Understand the reasons for the EA procedures to deal with racist name-calling and what these procedures are. Communicating needs to others Listening to others and	Lesson 3: Name calling Recap previous lesson reinforcing the importance of people's names. Discuss if their names have been shortened/changed. By whom? Do they have a pet name at home or among their friends? Would they like others to use these pet names or shortened names? Why? Why not? Read the two short stories. Discuss how the children would feel. What should happen next? Introduce the terminology – racist name-calling. What is the difference between name-calling and racist name-calling? Is this acceptable? Discuss what happens in schools when there	Resource sheet 2 – Two stories EA's guidelines for dealing with Racial Harassment.	PSD

	responding appropriately. Reflect on own attitudes. Decision-making skills. Problem-solving skills.	is racist name-calling. Explain the EA procedures for dealing with racist name-calling.		
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Primary 3 continued

Theme	Learning Outcomes & Skills	Topic & lesson summary	Resources Required & suggested activities	Curriculum Match
Racial Discrimination	Be aware of what is fair or unfair in situations. Understand that the way we behave towards others can affect the way they feel. Reflect on their attitude to others. Communicating feelings. Reflect on how they treat others in the playground.	<p>Lesson 4: Fair or Unfair? (1) Prior to a PE lesson, plan a fun activity to end with, e.g. statue game. As pupils enter the gym hall, give each child a coloured band to wear. Make sure there is a balance between each of the 3 colours. Proceed with normal PE lesson. When you reach the fun activity, tell one of the groups (e.g. all children with yellow bands) they have to sit at the side as they cannot join in this last activity. Do not give any explanation. At the end of this activity, return to classroom and gather class together. Ask the children who were wearing yellow bands how they felt when they had to sit out. Establish feelings of being left out, being treated unfairly. Relate to their playground games when they tell another child that they cannot play.</p> <p>Extension activity – role play – playground scenarios.</p>	You will need red, yellow and green bands/bibs – enough for every child. Your own plan for a PE lesson.	PSD PE Drama
Racial Discrimination	Acknowledge the effect that moods and feelings have on relationships. Identify and respect the similarities and differences between people. Be aware of what is fair and unfair in situations. Decision-making. Problem-solving. Listening to others and responding appropriately.	<p>Lesson 5: Fair or unfair? (2) Recap feelings of being excluded from previous lesson. Divide class into groups of 4 and give each group a card from Resource sheet 3. Ask children to decide if this is 'fair' or 'unfair'. Bring class together, one pupil from each group to read out scenario and say whether their group thought this was 'fair' or 'unfair' and why they thought so. Do rest of class agree? Discuss how we could make this fair to everyone. Establish that all decisions were based on colour. Focus on scenarios 7&8 and introduce the terminology – discrimination.</p>	Resource sheet 3 – scenario cards	PSD